



# Arizona Department of Education Arizona School Administrators Breaking Ranks II Application Form



Tom Horne  
Superintendent of Public Instruction

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Position: \_\_\_\_\_ E-Mail \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Check one:

Employment Status:

Years of experience as:

My Primary Experience:

- |  |   |   |
|--|---|---|
| <input type="radio"/> Currently employed | <input type="radio"/> Teacher _____                     | <input type="radio"/> Urban/inner city      |
| <input type="radio"/> Retired            | <input type="radio"/> Principal or Assistant _____      | <input type="radio"/> Suburban              |
|  | <input type="radio"/> Superintendent or Assistant _____ | <input type="radio"/> Rural                 |
|  |   | <input type="radio"/> Charter               |
|  |   | <input type="radio"/> Alternative Education |
|  |   | <input type="radio"/> Reservation           |
|  |   | <input type="radio"/> High ELL              |
|  |   | <input type="radio"/> High Poverty          |

Have you provided leadership in school improvement by using any of the Breaking Ranks recommendations for improving student achievement? Check all that apply:

1. Collaborative Leadership
  - ☐ Empowering teachers as leaders
  - ☐ Maintaining a vision, direction, and focus for student learning
  - ☐ Personal Learning Plans for each educator
  - ☐ Recognizing diversity
  - ☐ Partnerships with institutions of higher learning
  - ☐ Developing community relationships to support the school
  - ☐ External review of school

# Arizona Department of Education

## Arizona School Administrators

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2. Personalizing the school environment
  - High Schools create smaller units in which anonymity is banished
  - Teachers have contact time with no more than 90 students each day (block schedule)
  - Personal Plan for progress for each student
  - Personal adult advocate for each student
  - Flexible scheduling
  - Core values taught and modeled essential in democratic and civil society
  - Outreach with outside agencies to provide physical and mental health and social services for youth.
3. Curriculum Instruction and Assessment
  - Identified essential learnings
  - Developed alternatives to tracking students
  - Integrate the school's curriculum emphasizing depth over breadth
  - Curriculum has real life applications
  - The high school promotes service programs
  - Academic program extends beyond the high school campus
  - Technology is integrated into the curriculum

Comments on additional experience in implementing any one of the BRII recommendations:

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Signature: \_\_\_\_\_